Managing Change through Consensus – A Collaborative Learning Approach

(Adapted by Donald D. Nelson from Bob Chadwick's Consensus Associates Introductory Learning Manual. For additional information on this process go to www.managingwholes.com and click on Conflict, Power, Scarcity in the left-hand column.)

Introduction

There are five phases in developing an effective collaborative learning process.

Assessment

Use of the consensus process is not appropriate in all situations. You need to diagnose before you prescribe. Assessment involves identifying the issues in controversy, the affected stakeholders and the appropriate process to use to resolve the issues. This usually includes interviewing some of the stakeholders to get their perspectives and to determine their willingness to participate in a consensus process.

Design

Once the assessment has been completed and it is decided that consensus is the appropriate process to use to resolve, or manage the issues, you need to design how you are going to do this.

Training

There may be some specific training needs that you identify in the design phase. An example would be the need to provide process training to agency supervisory personnel who may not actually participate in the consensus process, but whose support you will need to implement recommendations that result from the process. Your purpose in doing this would be to get them to understand and trust the process.

Implementation and facilitation

This is the phase where you implement the process you designed and monitor progress toward achieving your purpose. It is not unusual to find that you need to make some adjustments as the process progresses. Prior to implementation, you need to decide if you will want to use the services of an outside neutral third party facilitator.

Evaluation

This phase is important in determining what the impact of the intervention was compared to your original desired outcome. In some cases, you may want have someone not directly involved in the process do the evaluation. If the evaluation is positive, this could help generate support for similar interventions in the future.

Managing Change

Change seems to be occurring at an ever-increasing rate in our environment. We are confronted with rapid change in almost every aspect of our lives. Not only technological change, but also belief, value and behavioral changes are constantly confronting us.

In the Managing Change module, the participant will experience the change process within both an emotional and a logical framework. The participant is provided a process that allows people to acknowledge their non-adaptive beliefs, values and resultant behaviors, while honoring them for their past value. This change process provides a reaffirmation of values that are still adaptive and stable while adding and acknowledging new beliefs and discarding old beliefs that are no longer appropriate.

Grounding and Greeting Circle

The session begins with a grounding with participants seated in a circle of chairs. This activity is done to establish relationships and to gain initial information for the facilitator.

At this point, the facilitator proposes that ground rules be agreed upon by the group to help facilitate the behaviors that will create the environmnent for a respectful and productive session. The proposed ground rules are:

> (1) Listen with respect
> (2) No personal attacks
> (3) One person speaks at a time
> (4) All ideas count
> (5) Right to pass/wiggle space
> (6) Equal air time/everyone gets a chance to speak
> (7) Make decisions by consensus
> (8) Turn-off cell phones or put on vibration mode

After the facilitator proposes these ground rules, he/she asks if anyone disagrees. If there is disagreement, the facilitator asks the person disagreeing for his/her specific change and then asks the question if anyone disagrees again. This is repeated until a consensus is reached. The facilitator also asks if there are any other ground rules that the group would like to propose for the group's approval.

If the group is large, smaller break-out groups (e.g., 8-10) are formed to do the grounding. The participants "count off" to form however many groups you want to create. Since people tend to cluster together in like groups, or comfortable groups, this activity will separate them into "unlike" groupings. This is done purposefully to create new relationships.

The participants in the groups then experience the grounding activity and the greeting circle. The greeting circle is always followed by having the participants answer the adaptive learning questions. Each group has a facilitator designated by the lead facilitator. The breakout group facilitator asks the questions and ensures that everyone has a chance to speak in-turn.

Grounding

Questions:
> **WHAT IS YOUR NAME AND YOUR RELATIONSHIP TO (THE ISSUE BEING CONSIDERED)?**

WHAT ARE YOUR EXPECTATIONS OF THIS WORKSHOP?

HOW DO YOU FEEL ABOUT BEING HERE?

Insights:
This is a simple grounding task that does the following:

* Establishes a model for listening with respect; knowing that each person will be heard.

* Establishes a verbal territory for each participant; a sense of potential equity.

* Requires access to both the left and the right sides of the brain, engaging the "whole brain".

* Allows apprehensions and hopes for the meeting to be expressed.

* Allows participants to express hidden agendas (like leaving early, a flat tire, sickness).

* Brings people into the "here and now".

* Provides initial information to the facilitator.

Grounding is an important activity to start any meeting with. We all come to meetings with some measure of apprehension or uncertainty about what will happen. Grounding allows this apprehension to be stated.

This activity introduces the circle and the notion of listening with respect to each other. It is important that the facilitator listen fully to each person so they may experience being listened to. Once listening with respect has been established in the room, it becomes a model thereafter.

Using the circle allows each person to occupy the room with the sound of their voice, establishing verbal territory. Once a person's voice is in a room, it becomes easier to speak, especially if they are listened to. The sound of an unchallenged voice is a rare event for people, and this helps to allay the fears of those who are apprehensive.

We also come to meetings with recent past events (like a flat tire) or time concerns (like another meeting that will occur later) on our minds. If stated, these can be responded to, or may just become less important in the telling.

When you introduced yourself to another person, you accessed the left-brain -- the file cabinet for your knowledge. You took information from the past and used it for the present or the future. Thinking brings you out of the present into the past or the future.

Thinking uses stored knowledge from which you can draw on, such as your relationship to riparian-wetland grazing management. Feeling brings an awareness of how we are now, internally, with our emotions. Sensing makes us aware of what is going on externally. Each brings us in the "here and now". Each "grounds" the person.

Greeting Circle

The greeting circle is powerful because it brings us back to our roots. It is a way of making contact, establishing relationships, confronting self-consciousness, apprehension and creating awareness.

Because the greeting circle is so powerful, it is the least preferred task of a consensus session. People are apprhensive at the thought of having to do this. This is because it is such a contact activity. In spite of our proclaimed outgoing nature, we shrink from the notion of having to go through a time of superficial talk, having to decide what to say, not wanting to make a fool of ourselves, etc. The greeting activity is filled with apprehension, uncertainty and is persistent and relentless in confronting you with others.

Most faciltators prefer not to do a greeting circle because they have these same fears and feelings, not only for themselves, but for the others. There is a fear of being criticized, judged, questioned, etc. And yet, it is a necessary ingredient in helping people confront conflict and reach consensus. This the first conflict experience to be confronted by everyone.

How to do it:
Begin with participants seated in a circle of chairs. Have them all stand. The facilitator moves to the inside of the circle and greets the person to their left, then continues around inside the circle, greeting each person in-turn. Those who have been greeted follow the person who greeted them inside the circle. The facilitator continues to greet each person until he/she returns to his/her original location and stops. Those behind the facilitator continue around the inside of the circle, greeting each person as they go. After each person returns to their original positions in the circle, each person has been greeted and has been the greeter. This balances the circle.

Insights:
The greeting circle establishes the opportunity for all participants to meet each other, friends as well as strangers. It allows the anxiety and apprehension of the individuals to be confronted, encountered. It releases energy into the room, in the sound of high voices, laughter, slaps on the backs, hugs.

It allows people to meet the person, in place of the role, or stereotype. As a result, it reduces the intimidation that people tend to perceive with each other.

It opens up communication, allowing each person to seek a common interest or topic. It provides a basis for knowing people. It establishes a sense of community.

By being both a "greeter" and a "greeted" person, the concept of balance is introduced. This causes the individuals to go beyond the ritualistic first greeting, to finding a more real and common interest.

It is uncomfortable, apprehensive, uncertain and sometimes feels "fake". Yet it is a necessary activity if the group is to have open communications.

Adaptive learning questions:
The activity has meaning only if the two adaptive learning questions are asked and answered after the greeting circle. These two questions allow the participants to again be grounded and to learn from the experience. These questions are:

Questions:
> **HOW DO YOU FEEL ABOUT THE GREETING CIRCLE?**
>
> **WHAT DID YOU LEARN FROM IT THAT WILL MAKE YOU SUCCESSFUL IN DEALING WITH (THE ISSUE BEING CONSIDERED)?**

These questions allow the participants to process, internalize and make sense out of any experience.

Current Situation

Before we talk about change, we need to have an idea about what we are changing from. In breakout groups of 8-10 people, have them answer the following questions. Designate a facilitator and have the facilitator pick a recorder. The recorder records the answers to the questions and does not paraphrase the answers, but records what is said. Each breakout group should have a flipchart and colored felt tip pens.

Questions:
> **WHAT IS THE CURRENT SITUATION REGARDING (THE ISSUE BEING CONSIDERED)?**
>
> **HOW DID IT GET TO BE THIS WAY?**
>
> **HOW DO YOU FEEL ABOUT THIS SITUATION?**

Is Change Really Necessary?

Until this question is answered in the affirmative, little positive response will occur.

It is always interesting to note that the participants usually describe the present situation negatively, and they don't like it. Yet, when confronted with the opportunity to change what they obviously don't like, they will resist. This is a paradox. It is explained by understanding that prople would rather work with "the devil they know than the devil they don't know." The current situation may not be the best, but at least they know what to expect. The recorder records the answers to the questions. It good idea to rotate the facilitator and recorder roles throuhout this process. This rotates the responsibility and

power among the group. To do this, the lead facilitator directs the facilitator to become the recorder and to pick a new facilitator.

Question:
> **WHAT ARE ALL THE REASONS PEOPLE WILL GIVE THAT CHANGING THE CURRENT SITUATION IS NOT NECESSARY?**

Answers to the above question are reported out to the entire group.

Best/Worst Possible Outcomes

Worst Possible Outcomes (WPO's):

The next step in this process is to have the breakout groups explore the worst possible outcomes of changing, or not changing, the current situation. In this task, we explore the fears and the hopes of the participants. It is important to explore the worst fears before the best hopes. Fears are uppermost in the minds of those who are apprehensive, uncertain, unwilling. It is normal and right to fear the worst outcome of any situation. As an example, think of a time when you were sleeping and the phone rang very early in the morning. What did you think? How did you feel?

People fear the worst outcome of any situation and operate emotionally out of that fear just as if it were really happening. This is a major motivator for most conflict.

The facilitator asks the two questions listed below separately. Have the participants record their answers on 3"x5" cards. This brings silence to the room. The participants then express their answers individually in their respective breakout groups. The individual statements are recorded on flip charts as they are expressed.

The worst possible outcomes are all recorded first, then the best possible outcomes. This leaves the image of the best outcomes in the minds of the participants.

The facilitator is asked to become the recorder and select another facilitator from the group. This allows the position to move to other members of the group. This instruction is given in all later activities.

This task allows each person to express his/her worst and best outcomes. It also allows silence, or quiet, to be present when writing. This allows each person to go internal, to relax, to become balanced.

The individual statements for best outcomes are later developed into collective statements to represent the collective view of the entire group. The individual statements for worst possible outcomes are allowed to remain as individual expressions.

Questions:

> ***WHAT ARE THE WORST POSSIBLE OUTCOMES OF CHANGING THE CURRENT SITUATION REGARDING (THE ISSUE BEING CONSIDERED)?***
>
> ***WHAT ARE THE WORST POSSIBLE OUTCOMES OF NOT CHANGING THE CURRENT SITUATION REGARDING (THE ISSUE***

6

BEING CONSIDERED)?

Best Possible Outcomes (BPO's):

Once people's fears have been adequately expressed, then their hopes seem more possible, easier to express and believe. This also leaves the images and words of the best hopes in the minds of all the participants. This is the image that will guide their thoughts and behaviors during the remainder of the workshop.

All events/issues have a potential worst or best outcome. Either is possible. Typically some of us choose to focus on either the worst or the best outcome (i.e., pessimists vs. optimists). When these views become pitted against each other, we tend to see the worst outcomes or best outcomes as the exlusive possiblity. This results in the polarization of views.

The best outcomes are just as possible as the worst outcomes. It is a way of expressing the potential in any event or issue. It is a goal, a direction, that all can agree to seek. It focuses on the positive efforts of people who are seeking the best. Consensus recognizes the possibility of the worst and the best outcomes.

Question:

WHAT ARE THE BEST POSSIBLE OUTCOMES OF CHANGING THE CURRENT SITUATION REGARDING (THE ISSUE BEING CONSIDERED)?

Insights:

Worst Possible Outcomes (WPO's): These are feared <u>future</u> outcomes, often based on <u>past</u> experience, with a <u>presently</u> experienced emotion and physical reaction (i.e., become adrenalized; flight or fight). When people believe them, they affect their perceptions, beliefs, values, strategies and actions. They tend to be self-fulfilling prophecies when strongly held.

Best Possible Outcomes (BPO's): These are hoped for <u>future</u> outcomes, sometimes not experienced previously, but intensely imagined, with a <u>presently</u> experienced emotion and physical response (i.e., produce endorphins; runners high). When people believe them, they affect their perceptions, beliefs, values, strategies and actions. They tend to be self-fulfilling prophecies when strongly held. The BPO's are the basis for developing a clearly defined vision for the desired future outcomes. The objective is to get people to manage for what they want, not what they don't want.

Possibility Thinking: An acknowledgement that both the worst and best possible outcomes are present and inherent in each moment, up to, and often after the event. This balanced view allows the movement toward the desired outcomes.

Fostering the Best Outcomes

Once the best possible outcomes have been established, <u>then</u> is the time to develop the movement to make them happen. Fostering the best outcomes will often require looking at beliefs, behaviors, strategies, and actions. Each of these is a different focus:

> ***Belief:*** A conviction or opinion; mental model or paradigm. These create the behaviors of the person.

> ***Behavior:*** Deportment or demeanor (a persons manner towards others). These are manners and attitudes that are created by a person's basic beliefs.

> ***Strategy:*** A plan or broad, nonspecific action. A strategy is intended to carry out a vision or mission. It is also a way of actualizing a belief. Strategies are often developed that are incongruent with the persons beliefs. The behaviors will then override the intent of the strategy.

> ***Action:*** The act or process of doing something. These are the specific deeds that carry out the intent of the strategy. If they are not congruent with the persons beliefs, they will be nullified by the persons attitudes and demeanors.

We are used to focusing only on action plans, or stategies. This is appropriate if the change is one of modification, where the current beliefs are already congruent with the plan. If the beliefs are not consistent with the plans, they will not be carried out. The behavior will tend to be incongruent with the action. In this instance, new and adaptive beliefs must be agreed to. This is one of the most common causes of failure within the agencies. Think of the initiatives, plans, and great ideas that are passed down from on high, with no attempt to change the beliefs and behaviors of the people who are charged with implementing them.   And sometimes, we see lots of lip service from people throughout the ranks to things that sound good or make them look good. But unless all the levels (beliefs, behaviors, strategies, and actions) are congruent, it isn't going to happen

The ***Transformational Change model*** illustrates the difference between modificational and transformational change. Modificational change begins at the strategies level. It begins by modifying strategies that lead to new actions. This usually leads to more of the same. In other words, if you keep on doing what you have been doing, you will keep on getting what you have been getting. If you want to get a different outcome, you are going to have to things differently.

On the other hand, transformational change begins by examining a person's uderlying beliefs to determine if they are still appropriate and will foster the best possible outcomes. If not, then some new beliefs must be adopted. If a person's beliefs change, his behaviors also change. When a person's behavior changes, other peoples behavior toward him also change. This creates the opportuinity to develop new strategies and actions that were not possible before the change in beliefs and behaviors occurred.

In many situations, the facilitator will be involved in facilitating transformational change. This is not a one-time event. It is a long-term, on-going collaborative learning process. Some people say this approach takes too long. However, time is not the problem, the problem in the problem. Why is is we never have time to do it right the first time, but we always seem to have time to come back and do it over and over and over again?

Transformational Change Model

Actions

Strategies

Behavior

Beliefs

Modificational
Change

Transformational
Change
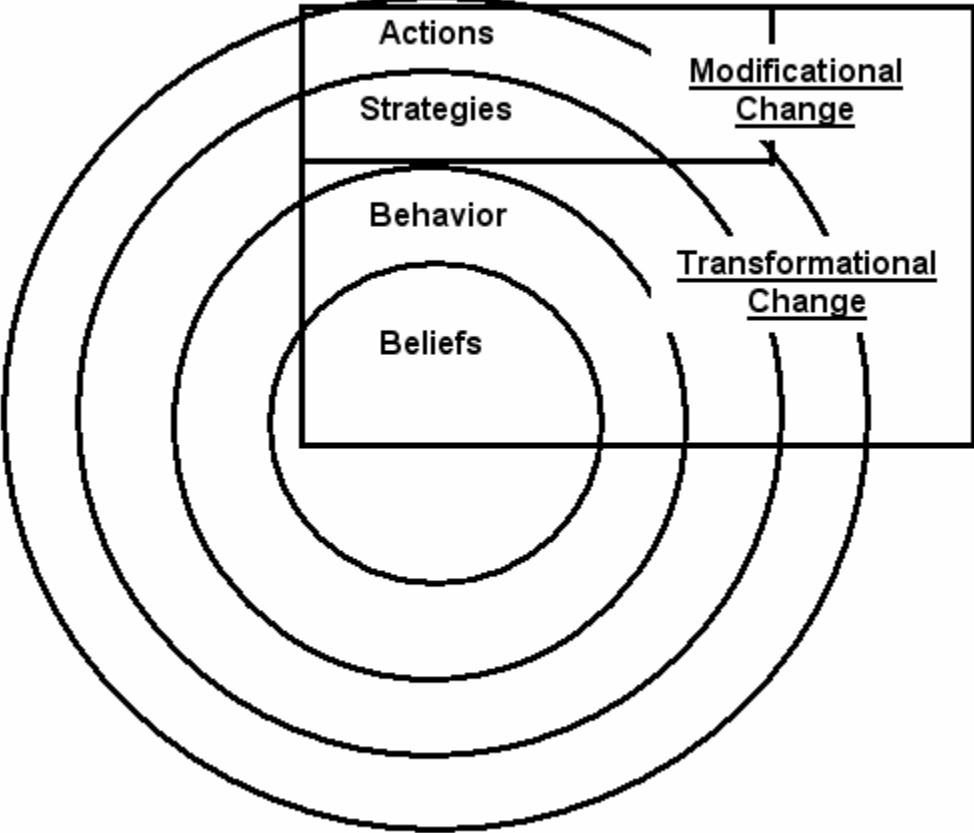
Beliefs and behaviors questions:

> **WHAT OLD NON-ADAPTIVE BELIEFS AND BEHAVIORS NEED TO BE DISCARDED TO FOSTER THE BEST POSSIBLE OUTCOMES?**
>
> **WHAT NEW ADAPTIVE BELIEFS AND BEHAVIORS NEED TO BE ADOPTED TO FOSTER THE BEST POSSIBLE OUTCOMES?**

Strategies and actions questions:

> **WHAT STRATEGIES AND ACTIONS WILL FOSTER THE BEST POSSIBLE OUTCOMES?**
>
> **WHAT ARE YOU WILLING TO DO PERSONALLY TO FOSTER THE BEST POSSIBLE OUTCOMES?**

In the breakout groups, have the facilitators ask the beliefs and behaviors questions first. Record the answers and hve the recorder report out. Then have the facilitators ask the strategies and actions questions and record and report out.

The **Structural Tension diagram** depicts what I refer to as a goal driven adaptive management model that is holistic in nature and encompasses the consensus model presented in this paper. It begins with assessing the Actual State (i.e., current situation) and the Desired State (i.e., best possible outcomes). The gap between the Actual State and the Desired State creates structural tension that seeks resolution. When an action is taken it produces a result that is evaluated to determine if it is taking you toward the Desired State. If it is not, then adjustments (adpatations) are made to get back on track. This creates a dynamic feedback, or monitoring loop.

An Adaptive Learning Process

Asking the adaptive learning questions at the end of a consensus session is an effective closing activity and is a part of the life-long learning process. It also serves as a timely evaluation tool for the facilitator to determine what went well and what didn't.

Questions:

> **HOW DO YOU FEEL ABOUT THIS SESSION?**
>
> **WHAT DID YOU LEARN FROM IT THAT WILL MAKE YOU SUCCESSFUL IN RESOLVING (THE ISSUE BEING CONSIDERED)?**

These questions allow individuals to process and make sense out of any experience; to integrate the experience into their being.

The question "how do you feel" allows the person to react out of the situation with their emotional content. This allows expressions of anger, apprehension, doubt, as well as acceptance, excitement, support.

Structural Tension

```
                    Desired State
                (Best Possible Outcomes) ◄─────────────┐
                         ▲                             │
                         │                             │
                    ┌─────────┐                  ┌──────────┐
                    │Adjustment│──────┐          │Structural│
                    └─────────┘      │          │ Tension  │
                         ▲           │          └──────────┘
                         │           │                ▲
   ┌──────────┐     ┌─────────┐      │                │
   │Resolution│     │Evaluation│     ▼                │
   └──────────┘     └─────────┘  ┌────────┐           │
        ▲                ▲       │Feedback│           │
        │                │       │  Loop  │           │
        │            ┌──────┐    └────────┘           │
        │            │Result│         │               │
        │            └──────┘         │               │
        │                ▲            ▼               │
        │                │        ┌──────┐            │
        │                │        │Action│◄───────────┘
        │                │        └──────┘
        │                │            ▲
        │            Actual State     │
        │          (Current Reality)──┘
        │
```

Desired State
(Best Possible Outcomes)

Adjustment

Structural
Tension

Resolution

Evaluation

Feedback
Loop

Result

Action

Actual State
(Current Reality)
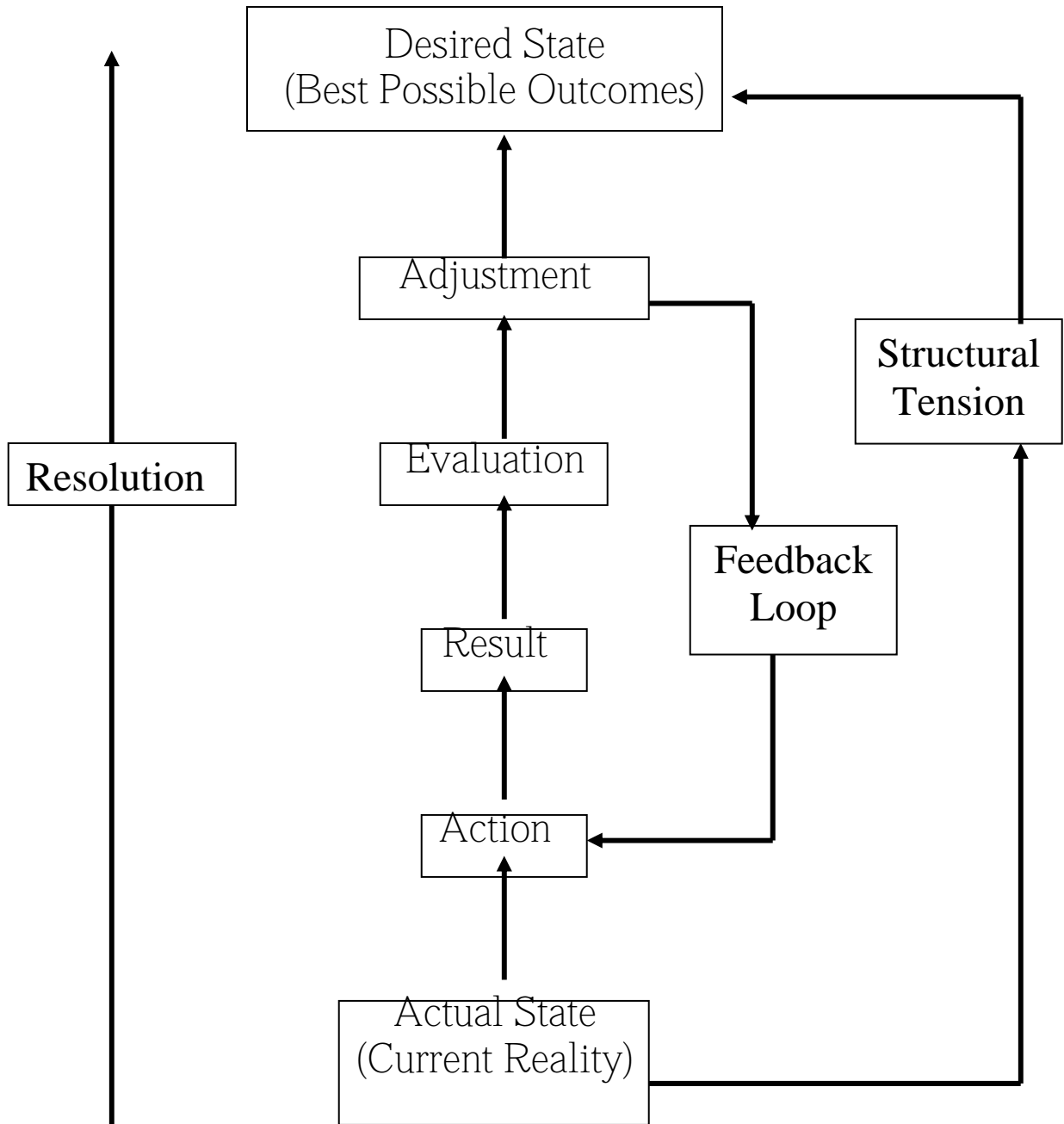
This reactive, or emotional material, must be expressed first to allow learning to take place. Otherwise, the experience is left external to the person. It grounds the person in the moment, allows people to be real. It is OK to be angry, or excited.

The next question, "what did you learn" allows the person to be pro-active, to use the intellect to make sense of the experience. The question can be linked to the situation:

>What did you learn that will help you solve the problem?
>What did you learn that will help you successfully perform the mission?
>What did you learn that will create a sense of community?

This allows the person to relate the experience to the situation at hand. It integrates the experience into the knowledge base, internal to the person.

Collective Statements

Collective statements are based on the belief that each of us sees the world from a different viewpoint. Our individual views are like pieces of a puzzle—when we fit them all together we get the full picture.

In most meetings our views tend to be seen as competitive. When someone speaks, another person responds with a counter-statement and the meeting progresses with each person trying to convince the other of his/her rightness. This behavior is based on a belief in the "one right answer" to all questions. Only one of us can be right, so our intelligence is used to establish that rightness firmly. It becomes a competition in which each person's ego and intelligence are at stake.

This is either/or thinking–either you are right or I am! Often, two or three people will take up all the time in a meeting with this either/or conflict, while others listen, get bored and drop out. It is a time-consuming, ineffective process. The meeting ends with some vaguely worded compromise that relieves the participants. They leave with little commitment to it.

Collective thinking assumes we can all learn something from each other. We have different views of a situation and all these views have merit.

Developing a collective statement:
Statements made during the workshop by each individual participant were recorded as accurately as possible. These statements are first segregated into common themes. The individual statements are then added together, keeping each person's words to the best extent possible, creating a statement of the total group.

At times it is necessary to add words to the brief recorded statements to clarify intent. Or, a word might be added to bridge two or more statements together. This is kept to a minimum in order to retain the orignial recorded thought. While some grammatical improvements may be made, the original statement and the original words are kept as close as possible. Words that are added are identified in some manner, such as putting them in brackets, etc.

A Consensus Seeking Process

The following are some options and insights on the consensus process presented in this paper.

Grounding:
- Introduce yourself and your relationship to the situation/meeting, etc.
- What are your expectations for the meeting?
- How do you feel about being here?

The Situation:
- What is the situation?
- What are the specific issues and concerns (or as you hear them from others)?
- What are the real issues (or hidden agendas)? (<u>Questions 2 and 3 are probing, or deeper questions the facilitator can use if the problem/conflict requires considerable time for discussion, or if listening is not happening. Less complex problems can use only the first question</u>)

Worst Possible Outcomes:
- What are the worst possible outcomes of the situation?
- What are the different groups' worst outcomes?
- What word, emotion, image, best describes this situation?

(There are several options for pursuing worst possible outcomes, but regardless of how it is done, in conflict situations it will not be possible to move forward until the worst possible outcomes are acknowledged and insights provided on their importance. Normally, only the first question is necessary, but the facilitator may recognize that people are not being forthcoming in acknowledging their own WPO's. Then it is often helpful to move to the second and third questions or variations.)

Best Possible Outcomes:
- What are the best possible outcomes of the situation?
- What are the specific behaviors or actions that would result?
- What word, emotion, image best describes this situation?

(These three different ways of addressing best possible outcomes can be used in several different phases of consensus building, depending on the intensity/depth of conflict. The second question is very helpful when it is believed by the facilitator that some of the actions/strategies being considered are incongruent with beliefs and behaviors within the group)

Exploring Solutions:
- Why isn't the best outcome possible?
- What could be done to make the best outcome possible?
- What are some specific solutions or strategies to make the best outcome happen?
- Beyond the above, what are some additional new and creative approaches to resolving the problem?

(This forces people to dig beyond the obvious)

Conditions:
- What are your conditions for supporting progress toward the best possible outcome?

(Note: In my experience, this has been a critical step for gaining consensus on solutions. "Well, I could support this if I personally am involved with the monitoring." Or, I can support this if we add a definite schedule to the list of activities." These kinds of final agreements are often key.)

Advice to the Executive:
- What is your advice to the executive?
- What is the next step?

Interview Process

Individual interviews are an important part of the assessment process. They are best conducted face-to face, but they can be done by telephone. This usually includes interviewing some of the stakeholders to get their perspectives and to determine their willingness to participate in a consensus process. The interviewer gets a sense of what the real problem is, of where the tension points are and of the possible design that will move the parties in conflict toward resolution.

An interview process:
(1) **Interviewer introduction**
   Who you are and how you came to be involved with the issue being considered.
(2) **Interviewee introduction**
   Have them introduce themselves, their relationship to the community or issue and how they feel about the interview.
(3) **What is the situation as you see it and how do you feel about it?**
   Note that the question is general, not focused. This allows the person to create the arena of discussion. Often this will be different than the issue that brought you to the community.
(4) **What are the WPO's of the situation if it is not resolved/confronted?**
   Additional questions may arise as a result of an answer such as. "What do you mean by 'it could be dangerous?" or "What is meant by a lack of leadership?"
(5) **Feedback and insight**
   At this point it is helpful to tell the person what you are hearing or learning from them. You may also provide some insight about their worst fears that would affirm their right to be fearful.
(6) **What are the BPO's you want to result from this activity?**
   If they say, "I don't know", ask them—"If you did know, what would be the answer?"

(7) **What could be done to meet the needs of all parties?**
> If they have an answer, even if it is a tentative one, this indicates their willingness to seek a consensus solution. You will also get a sense of what is possible.

(8) **What is your advice on who should attend?** (optional)
> I especially seek people who are accepted by all parties as being neutral and held in high esteem in the community.

(9) **What conditions would facilitate your, or others, participation in this session?** (optional)

(10) **Do you have any questions of me, or about the session?**
> Since the questions they ask are really statements, they will provide information they would not otherwise disclose.

(11) **Closure**

When is an interview needed?
> Not all conflict issues require an interview process. Pre-session interviews are not necessary to get consensus from a group. They help.

Taking notes in face-to-face interviews
> Only rarely do I take notes during a face-to-face interview, or prepare an interview report.
>
> Communication is only 7% words; the remaining 93% is the non-verbal message. Taking notes requires that I shift my focus from the individual to my notebook, and write words he has already spoken while he is speaking new words. I write about the past and miss the present. I lose the flow of the statements, then connection with the person. I am also missing the tonal quality, the gestures and the emotion as the person speaks.
>
> Chadwick tells the people he is interviewing: "You will notice that I don't take notes. This is because I am interested in listening fully to you and I know that taking notes would cause me to lose part of your message. However, I must also tell you that I have a good memory and good recall."
>
> If a client insists on some kind of written information (interview report), I will write a one or two page summary of the issues that appear to be the primary focus of the session, along with a recommendation for who the participants will be.
>
> The actual interview report is created during the session with the entire community of interest.